

# NEW YORK SCHOOL JOURNAL

## AND

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For the NEW YORK SCHOOL JOURNAL.

#### "The Schoolmaster Abroad!"

Beans for breakfast again! How do I know? I sniffed the delicious aroma arising from their cooking while comfortably housed in my snug quarters, in the second story of a pretty little white cottage, on the eastern shore of Lake Winnepesaukee, on this balmy, summer Saturday afternoon of June 8th. Thus throughout New England, the rich as well as the poor are regaled each Sunday morning on this healthy, toothsome, and easily digested vegetable.

Some of the readers of the JOURNAL will, no doubt turn up their noses at the mention of brown bread and beans for breakfast. The folks down your way Mr. Editor, do not know how to cook properly this Yankee dish; perhaps I can give them an idea upon the subject. First, soak the beans for several hours, next place them in the baking dish with a little water, and in the middle thereof bury a piece of prime fat pork; next add a gill of molasses, and then let them cook, steam, simmer, bake and stew for twelve hours or more in a moderately heated stove oven. Now with the savory, hot mass heaped upon your plate, and flanked with fresh steaming brown bread, you think that you have a meal par excellence, and especially so, if you have been tramping an entire week through the vales, and over the mountain heights of northern Vermont and New Hampshire. Such an appetite is engendered by such vigorous exercise that a quart of the mixture will barely suffice for the importunate demands, and like Oliver Twist, you will ask for more. I speak from knowledge in the premises; and yet like many others in the world, you often get too much of a good thing. For the beans (those that are left of the morning feast) are warmed up for dinner, and re-warmed for supper. Of course the New England housewives are frugal and saving, and reasonable paterfamilias will find no fault with household economy when judiciously exercised.

Starting fresh from the point in our journey when we left you in our last letter, Hanover, N. H., the seat of Dartmouth College, your correspondent will endeavor to give a running sketch of scenes and incidents by the way. Our note-book is lost; yet we can make a draft on memory's log book, and hope to do justice to the subject. On the second day in June, I entered a school-house located on a pretty village on the banks of the Romantic Ammonoosuc. The "wild Ammonoosuc," it is called in the Guide books; but in my rambles along its sylvan margin, I failed to see the wildness of the situation.

The school had for its Principal, a beautiful young lady of twenty summers old; a graduate of a New England Seminary, famous for sending forth some of the best educators of our land.

"She had natural graces, and a bonney blue eye,  
And teeth white as sea foam when the billows run high!"

The subject for instruction was Crustacea; and it was finely illustrated on the black-board, in the forms of snails, slugs, gophers, crabs, oysters, and hard-shell clams. The high school class was under instruction, each member in turn, with pointer in hand stood up for ten minutes at a time, and with a capacity of memory, that seemed prodigious, gave a minute description of the parts, articulations and uses of the various members of the depicted creatures.

I afterwards asked some of the scholars, how long they had been studying the subject. The answer was, "ten weeks."

"Don't you find such memorizing hard work?"

"We did at first, but we are quite used to it now; but we like our teacher so well, that we will do almost anything for her!"

So there was the secret, *We like our teacher so well!*

But, I do not admit of asking pupils to commit to memory long tasks; a fond mother said to me recently: "My little daughter is obliged to learn two and sometimes three pages of History; the poor child is growing thin; she takes but little time to play, and often cries at the ordeal imposed; and even her sleep is broken and disturbed by the mental disquietude of the task;

even in her dreams she grapples with soul-stirring and painful solicitude the irksome duty of the quantity to learn. A plague on such teachers, they are not mothers, and have no feeling for children!"

Several days were devoted to rambles through and around the Franconia and White Mountains. At the villages of Littleton and Bethlehem, you may stand at any point, and have unlimited views of the mountain scenery; the whole horizon is tattered with mountains.

There are some forty distant peaks; those of the White Mountains are named after some of the former Presidents, and range higher than the Franconia peaks. The scenery is truly superb, and will pay any teacher of moderate salary to take a trip during vacation. In my rugged tramps I often sat down by the way-side brook to drink and to cool off. Now I can never pass a brook with indifference. My first summer bath was taken on the 25th of May. While sitting by the brook-side near Hanover, bathing the tired feet, and being charmed by the peculiar melody of little bob-o-link in a hazel bush, the world around me so full of wondrous beauty, a reverie of bliss entrancing me, 'twas then the "still small voice" whispered "John, why not take a bath in these translucent waters." Without much hesitation, my impulses responded with a hearty Yea! Since then I indulged freely in the healthful lavitations. A Turkish bath is good; a Coney Island bath is better; but a mountain streamlet bath is best. Try it, you pedagogues, worn out with a year's toil, when you escape to your vacation.

On the morning of June 5th, I stood at the base of Mount Washington; the top was covered with snow. The rain storm in the valley was a snow storm on the mountain top. I was disappointed in finding no train going upward by the way of Jacob's ladder; I had a hearty wish to see the world from its summit but I had already sufficiently satisfied curiosity as to mountain climbing during the week; I was jaded and foot-sore, and mentally ejaculated *Quantum Sufficit*. But the view of the mountain top from the vale was inspiring; the hotels upon the summit, away heavenward, a mile or more above the earth, seemed strangely beautiful, and while observing them from my mossy seat in the glen, my thoughts wandered off to other homes not made with hands eternal in the higher sphere.

"And far away beyond life's shadows,  
On the hill tops of the blest,  
Where mansions rise above the skies  
And the weary are at rest!"

Slowly I walked through Crawford Notch, indulging good and happy thoughts at the sight of this Ultima Thule that occupied my mind many a day during my years of teaching. To my observation, the Notch seemed apparently a canon enclosed on one side by the White Mountains, on the other by a portion of the Franconia Range. A long ramble from the Crawford House through the Notch southward to North Conway, a distance of thirty miles, is one of the pleasant features of mountain travelling.

Thus it has been my good fortune to have passed entirely around, and through these New England summits, within the last two weeks. And I have seen them—

"Range after range sublimely piled on high,  
Yon lofty mountains prop the incumbent sky;  
Such numerous tops ascend, so vast the heap,  
As if when gushed the deluge from the deep,  
The rushing torrents wrecked the guilty world,  
And all the rocky fragments thither whirled!"

To travel well, and to see much, you must necessarily sacrifice something of comfort and luxury, and to be prepared to find that the virtue Hospitality, is a plant of barren growth in some places of this portion of our country. I will illustrate: In a small village not far away from the mountain region, I made diligent search on a certain evening for accommodation. As the hotels charge high and give poor fare in return, I concluded it was best to select a boarding house; five applications were met with five refusals, the sixth and last was a success on a limited scale.

The horrid word "*Tramp*" was thrust at me mentally by each person applied to; but the last mentioned good soul came out with it, after a careful scrutiny of your correspondent.

"Aint a Tramp, be yer?"

"Yes, madam, but I pay my way."

"Oh! yer do; well I guess we kin fix yer, ef yer aint too particler; 75 cents aint too much, is it?"

"Oh! no, madam, put me where you please, and I shall be content with anything!"

Thus I was glad at the anticipation of a good supper, and a place of shelter for the weary head.

The frugal meal was arranged in that little unpainted cottage; she said that her old man would be in soon from the cornfield.

"Well, madam, it is best not to wait, I've had no dinner."

"Well, then, set by! Do yer ask a blessing?"

No, Madam; not now."

"God is pleased when man receives,  
To enjoy, is to obey."

The supper consisted of stale sour bread, hard baked cookies, cold beans, pie plant pie, cheese with a power in the taste, and a strong Limburger scent, and "yerby," flavored tea. *I will not ask a blessing on such fodder as that!*

Gentle reader, a word with you privately; a strong stomach is as necessary to propel a man through the world, as a strong mind. As I did not wish to disarrange the functions of the former, I nibbled a little of the food, and sipped a small quantity of the tea.

My hostess watched me askance, and hinted that I was not a hearty eater.

I replied that "I was doing the best I could under the circumstances." "Madam, do you know what Franklin said to his landlady when the times were hard?"

"No, what did he say?"

"*Make the gruel thinner!*"

The morning meal was a repetition of the evening one, except a little stewed veal of suspicious quality; the flesh which represented the life, indicated that the poor young creature had been cut off too soon from the bright and beautiful earth, by the hand of cruel man.

As I was taking my departure, the kind hostess shouted after me,—"Come again, don't forget!" Now, you can imagine my feelings at such treatment; I hadn't a square meal in the two previous days, but jogged along dinnerless, with the exception of a modified feast of sugar crackers and raisins.

We were thankful that on our arrival at Wolf bore, on the east shore of Lake Winnepesaukee, we found a better state of things, and more in accord with a man's wishes and appetite.

For three days we sojourn here, to enjoy the water, earth and sky. It is a perfect rest from travel, from labor, and from struggle with the world.

We yield up to the sweet influences of our surroundings; as evening grows on apace,—

"The western waves of ebbing day  
Roll o'er the lake their level way;  
Each purple peak, each mountain spire,  
So bathed in the floods of living fire!"

Then we go exploring the inlets, and shady nooks along the margin of the lake, and finally get into the water and swim far out from land, and float and tumble about with conscious supremacy over the element, and with the keenest sense of the aqueous enjoyment. The pretty steamer "Lady of the Lake" runs to the different towns on the borders, and we are ferried across to Wiers, then north to Center Harbor, then back again to Wolfboro, thence south to Alton Bay, thereby circumnavigating this little inland sea; we resolved to see as much of it as possible, to fasten forever in memory its picturesque effects:

"So wondrous fair the whole might seem,  
The scenery of a fairy dream!"

"'Tis forty fathoms deep in the middle," said the Captain in answer to my inquiry.



It is environed by mountains, and has an area of seventy square miles. The distance around it, is said to be one hundred and eighty miles. There are 270 islands dotting its surface; by many it is considered the most beautiful lake east of the Rocky mountains.

I would advise the teachers, who propose to visit the White Mountains to attend the convention, to make a detour, and come from the Fabyan House through the Crawford Notch by the Portland and Ogdensburg railroad to Wolfboro, then cross the lake to Wiers, and so resume the journey homeward. The difference in the cost will be but a trifle and will thus enable many to behold Nature in her softer moods. It will therefore be the extra expense of 90 miles added to the round trip. It will pay. Winnepesaukee, means—"The smile of the Great Spirit!" How beautiful! I have gazed on many a splendid scene; but of this I feel assured, that my feet shall not tread a shore more romantic and charming; nor behold landscapes more fair and pleasing to greet the vision with their loveliness, and to haunt the memory with their pictures of beauty, until I stand upon the borders of the better land. JOHN OAKLEY.

For the NEW YORK SCHOOL JOURNAL.

### Pictures in the School Room.

BY HELEN RAY RANDOLPH.

"Just as pleasant as could be! Looked like a parlor," were the words of one who had passed through a class-room and given but a glance to its belongings.

"It is so dismal in our room," said a scholar to one of her friends; "nothing but desks, chairs and blackboards; even the maps, old and soiled as they are, would be something to look at; but Miss B \* \* takes them down as soon as geography lesson is over: examples or any kind of scribbling on the blackboards would be less tiresome to see than the empty space; she is so practical as to have every mark rubbed out as soon as it is made."

Notice the difference in the two remarks. What do you think caused the rooms to look so unlike each other? Two or even one word would explain it. Pictures—that is the first—flowers—that is the next. Some one has observed, and truly: "Nothing is more melancholy, particularly to a person who has to pass much time in his room, than blank walls and nothing on them; it is such an inexpressible relief to a person engaged in writing or even reading, on looking up, not to have his line of vision chopped square off by an odious white wall, but to find his soul escaping, as it were, through the frame of an exquisite picture, to other beautiful scenes where the fancy of a moment may revel refreshed and delighted."

Is not that your idea exactly? you who teach for 200 days out of the 365. How can your thoughts be ennobled, your mind elevated, if you look at nothing but white walls—and sometimes they do not have even that to recommend them—day after day for forty weeks: and not only your own "line of vision" is to be thus shut off, but the minds that are entrusted to you to cultivate and guide. Have you ever given a passing thought as to how wearisome the bare walls must be to the active brains of the little ones who are continually wanting variety? Have you ever thought of this? Are there any pictures or flowers in your room? But the choice of pictures for a school room must be made by a person of taste and judgment. Cheap and flashy chromos should never be placed for so many young eyes yet to be trained to know a good picture, to look upon. Steel engravings from old paintings, or handsome Albertypes with neat wood frames, which can be got for very little money, should be placed on the walls of every class-room. School-girls are always willing to work mottoes, but appropriate ones should be chosen. "Welcome," in bright colors, and hung directly facing the door, so that it may be seen on entering the room, looks cheerful and inviting. "Eat, drink and be merry" was put up in a school-room not long ago, and was of the teacher's selection, but there are not many with as little taste and judgment as she. Care too should be taken with regard to the colors in which the motto is worked; and in some spare moment teach your scholars the three primary colors, red, blue, yellow—how to make green and purple, and the harmony of colors; they will all like to listen to talks of this kind, especially those whose taste is naturally for drawing and painting. But this is only by the way.

Draw the attention of your pupils to the pictures; point out the finest parts; teach them how they can tell a good painting; tell them about the old masters; have them hunt up items about this art; discuss the object in the engraving. You see how many things one good picture will suggest. As we have talked about the schools that are supposed to be well off, or at least able to spend a few dollars on the adornment of their rooms, let us now take up the country school-house, which usually has but one room, and disfigured walls. It is a great discouragement for a young teacher who starts with visions of a pretty white school-building, with green blinds and neat desks and furniture, to enter the old red or yellow house that has held for so many years the sons and daughters from the neighboring cottages and larger residences; and though it is very sweet to sing of "The school-house in the lane," the real

school-house where you sit for six long hours facing marred, ill used walls and uncurtained windows, is not quite so romantic. However, you must make the best of it, and after coaxing one of your pupils to bring a little plaster-of-paris to stop up the unsightly holes which have offended the eyes of the teacher who came before you, but was not smart enough to remedy it, try and get some one to whitewash the walls, and then turn your mind to the pictures. Cut some good illustrations from papers—we are supposing that you are too poor to buy any—the *Christian Weekly* has first rate ones, finely executed and true; tack them on the doors or other places if you cannot get frames.

At some time or other, every country school-teacher is favored with a bunch of flowers, supposed to be especially pretty, and by showing that you are pleased and value them, you will not lack

"The sweetest things that God ever made and forget to put a soul into."

as Mr. Beecher describes flowers. The scholars too, like to have them on their desks; in a school which I visited a short time ago almost every one had a small bottle with a choice bud or blossom; and we all know that a flower is a picture in itself.

If there are blackboards, let one of your pupils who has a talent for it draw an original design after school and let it remain until the board is wanted. Allow your scholars the use of the blackboard; do not fall into the too common error of supposing it is to be zealously watched and guarded for fear of injury.

And now to turn back to the words which opened this talk with teachers. "Just as pleasant as could be!" Do you want the room over which you are "monarch of all you survey," to be described in those half-dozen words which give such an accurate idea of a room you have never seen? Or do you wish your pupils to repeat to their companions: "Our room is so dismal! Choose: which shall it be? and remember that you are not only making the room cheerful and agreeable to yourself and scholars, but educating them in a way books cannot and giving them that most refining influence—pictures."

### What a Principal Must Do.

He must make a constant study of the best methods of management, instruction and discipline of his school.

He must attend to the reception and examination of all applicants for admission to the school. This involves knowledge of and inquiring into the pupil's residence, vaccination, cleanliness, clothing and freedom from contagious disease.

He must make a thorough examination of each pupil that passes from one grade to another. This examination must be both oral and written, and must extend to all branches required to be taught in the grade.

He must supervise the work of his assistants.

He must attend to all cases of special discipline.

He must maintain a healthy moral tone throughout the school. He must awaken in both teachers and pupils an enthusiastic devotion to their work.

He must give personal attention to the health and comfort of his pupils.

He must meet for counsel with his teachers.

He must report monthly to the Board of Education the condition of his schools in accordance with the requirements.

He must keep a record that will show the name, nativity, parent's or guardian's name, residence, age, date of admission and date of discharge of every pupil; the whole number of different pupils enrolled; the average membership; the average daily attendance and the number of tardinesses.

He must keep a record of text books.

He must meet politely the few or many visitors that come to see his work.

### Iowa.

[Some of the Answers to Questions by applicants for Licenses to Teach in Lee County.]

With what country did we carry on the war of the Revolution? Ans.—Africa.

What is the first work to be performed on taking charge of a school, and what is your method of performing it? Ans.—My first work, generally, is to thrash about one-half dozen of the scholars, and my method is variegated.

Give the name of the author of the Declaration of Independence and the name of the body that issued it? Ans.—John Hancock.

What are the four prominent methods of teaching beginners to read? Ans.—To endeavor to make your own feelings and sentiments the same as the author.

Give the course of the Mississippi river. Ans.—It flows from its source to its mouth.

Decline in both numbers Ox. Ans.—Pos. ox, com. better ox, super. best ox.

What is cancellation? Ans.—A short operation of performing examples.

Decline Attorney. Ans.—Attorney smiles: attorneys smoke

(generally.)

Give your plan of a daily recitation in reading. Ans.—Form class in row, standing with book in left hand.

What is climate, and on what does it depend? Ans.—Is pure or impure air and depends upon the condition of water, upon the ground, upon vegetation and upon the culture of the ground.

Another answer to the same is as follows: The climate is cold in the north and east, generally temperate and healthful in the middle and west, and warm in the south; it depends on social, political and commercial importance.

What is a sentence? Ans.—A line of words from one period to another.

What words should be emphasized in a sentence? Ans.—The most emphatic words.

Describe the heart. Ans.—The heart is a conical shape and situated between the right and left ventricle.

Name ten of the largest countries in Europe. Ans.—Italy, England, Russia, Prussia, Germany, Portland, etc.

Give your rule for finding G. C. D. Ans.—I prefer the first method, but teach both methods in school.

What form of government has Russia? Ans.—A desperate form of government.

### Lesson of a Life.

The most remarkable example on record of what a man can accomplish by an indomitable will, persevering application and industry, is probably found in Benjamin Disraeli, whose elevation to the peerage and to the keepership of the privy seal has been followed by the direction of the English mind during the Turkish struggle. He is a Jew and consequently could not be admitted to Judge Hilton's hotel at Saratoga; he was at his outset in life "a curled darling" among the ladies; a dandy among men; a romantic youth, without the advantages of a university education—a disqualification at that time almost fatal to an aspirant for political honors. Disraeli's first bid for distinction was as an author, and on the appearance of his bantling, English society stood amazed at the impudence of his pretensions. His "Wondrous Tale of Alroy" was laughed at, and his "Revolutionary Epic" was regarded with hardly less ridicule than the periodical fulminations of our George Francis Train. But he was not discouraged, and produced his "Coningsby," "Sybil" and "Tancred," which, although severely criticised, proved that he had in him the true stuff—that he was no mere pretender, but a man of brains and ideas. "Coningsby" made for him his literary reputation, which has since been enhanced by his "Henrietta Temple," "Lothair," and other novels. His maiden speech in the House of Commons was a ludicrous failure. He had prepared a grand oration which everybody laughed at. Ironical cheers assailed him from all parts of the House. Writhing under the ridicule with which his studied eloquence was received, he closed his now famous speech, which was a tirade of abuse leveled at the great O'Connell, with these memorable words: "I have begun several times many things, and have succeeded in them all. I will sit down now, but the time will come when you will hear me." The time did come. Disraeli went manfully to work, carefully unlearned his faults, studied the character of his audience, practiced sedulously the art of speech, and industriously filled his mind with the elements of parliamentary knowledge. His day of triumph came. The remembrance of his early failure was effaced, and it was not many years afterward that he became one of the most finished and effective of parliamentary speakers. He overcame the O'Connell, and afterward the great Sir Robert Peel, who had incurred his life long enmity for his unconcealed contempt of the young adventurer, as he considered Disraeli. He became the successful rival of Gladstone; three times chancellor of the exchequer, and twice prime minister. In his old age, when he has no more laurels to win, the once obscure Jewish stripling, now full of honors, is relieved of the most onerous of his cares of state and finds dignified repose in the House of Lords, where he sits among the proudest of the hereditary aristocracy of the most aristocratic empire in the world.

In the most romantic of his novels, it is safe to say, there is nothing nearly so romantic as the story of Disraeli's own life. But the magical key that has opened to him the enchanted palace of fame is free to every youth in the land. On it are inscribed the words, "Industry and Perseverance."

It is generally believed in London that in the event of a successful issue of his mission to Berlin, the Earl of Beaconsfield will be made a Duke. In the history of England, since the revolution, the Duke of Beaconsfield will be, with one exception, the only man who has ever risen by Parliamentary talents alone from the position of a Commoner to the highest rank of the peerage. Charles Montague, perhaps the greatest of Parliamentary figures before Pitt, only died an Earl, though his descendants are Dukes of Manchester. The English Dukes as a body are either the descendants of great feudal nobles, like the Dukes of Norfolk and Northumberland, or of kings' mistresses, like the Dukes of St. Albans, Richmond, and Grafton, or of great soldiers, like the Dukes of Marlborough

## THE BELLS OF LIFE.

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1. The morn-ing bells of life are ring-ing, All a-round the smil-ing earth, And gen-tle mu-sic they are fling-ing On glad hearts that

2. The noon-day bells of life are peal-ing Round the globe a bu-sy song; Their stir-ring, gi-lant tones are steal-ing O'er a careworn

3. The eve-ning bells of life are roll-ing Round the world their sad re-frain, With slow and sol-enn measure toll-ing Hu-man life's de-

love its mirth; Bim, bom, bell, Bim, bom, bell, The morn-ing bells of life are ring-ing, Bim, bom, bell.

dus-ty throng; Bim, bom, bell, Bim, bom, bell, The noon-day bells of life are ring-ing, Bim, bom, bell.

part-ing train; Bim, bom, bell, Bim, bom, bell, The eve-ning bells of life are roll-ing, Bim, bom, bell.

and Wellington. The Duke of Portland, who seems to be an exception, descends from the favorite of a king (though a most worthy one) rather than from an English statesman. The other man is Sir Thomas Osborne, the Tory Yorkshire squire, was, possessing scarcely any special ability, save that of Mr. Disraeli—the ability for managing parliaments—rose under Charles II., James II., and William to be Earl of Danby. He skipped, like Lord Beaconsfield, two steps of the ladder—Marquis of Caermarthen and Duke of Leeds.

**HALF EDUCATED PEOPLE.** "The best government," said Henry Ward Beecher last Tuesday night, "is that of the great common half educated people." This is in accordance with the expressed judgment of the wisest and most observant politico-social economists of the day, but our educational system is not in accordance with it. We aim to turn every boy and girl into a peripatetic encyclopædia. As only one youth in many is able to stand the terrible mental strain involved in the process of being crammed in a few years with the knowledge which should be gradually acquired during years in later life, a majority of the youths of both sexes, who have been subjected to the ordeal, are found to be really only half educated—not in the sense Beecher referred to, for he means that partial education which leaves one's mind vigorous and still hungry for more knowledge, while the brain-strained graduate has only a confused, dull knowledge on general subjects, and, generally, a distaste for further study. The clear-minded, "half-educated" young man may, by his self exertions, acquire the most solid learning year after year, if he have but the disposition and the will to do so; whereas the young man who has been put through the educational mill at a time when his mind was not ripe for the process, crammed with studies that were to him just so much stuff, has had his future possibilities in the direction of education very materially limited. The essential error of the system now in vogue, and which is to be supplanted in the fall with one containing the same error, is that it is based on a standard of mental capacity that will be found vastly too high for a majority of the pupils.—*Republic*.

THE teaching of the art of using one's knowledge makes itself a pleasure. "In a lecture delivered some years since by Professor Tyndall, at the Royal Institution of Great Britain," says *Harper's Magazine*, "on the importance of the study of physics, he refers to a period in his younger days when he was a teacher of mathematics at an agricultural college in Hampshire. In his usual happy, genial diction the professor alluded to his habitual practice of withdrawing the boys from the routine of the book, and of appealing to their self power in the treatment of questions not comprehended in that routine. He states in his naive way how, in his efforts to this end, the

boys were led to apply their mathematics to the solution of physical problems. How the swing, the saw, the foot-ball, the mirrors, even the boys themselves, and a score of other common things, were in turn made subjects of investigation and practical examples in geometry. 'We also felt deep interest,' the professor adds, 'in ascertaining from the hum of a bee the number of times the little insect flaps his wings in a second.' It is very evident that the world when it gained in the person of Professor Tyndall a great scientist, lost at the same time a very valuable mathematical instructor of youth; and it is equally clear that a class of boys under his mathematical instruction for a few years would gain, in addition to their mathematics, an amount of practical physics, to say nothing of half a dozen other branches of natural science, which would compare favorably with the amount gained by the graduates of many of our educational institutions which are held high in public esteem."

**THE PRIMARY SCHOOLS.** Professor Hanover well says: The true education regards training rather than volume; and it is the quality rather than the volume of learning that we should especially regard in the lower schools. They cannot make scholars, but they can make students, thinkers and readers. Not how much to study and how much to read, but how to study, and how to read; these are the things of greatest importance. The first six years of school life, the golden age of boyhood and girlhood, are entrusted to the primary school. Four-fifths of the voters, four-fifths of the fathers and mothers of a generation hence are receiving all the education they will ever have in that school. Nine-tenths of the remainder must get the sum of their education in the lower secondary schools. Then these schools assume an importance that cannot be ignored either by the scholar or the patriot; and to their full and systematic development the most careful and honest thought should be given. The primary school in township, village and city is the central element of the system, and leads every other part in interest and importance, and the lower secondary school, as the distinctive feature of the village and township graded system, is of hardly less importance.

**VACATION.** In Mr. Ruskin's Oxford Lectures, he advises students how to study, and how to make vacations useful. "Cultivate," he says, "all your personal powers, not competitively, but patiently and usefully. You have no business to read in the long vacation. Come here to make scholars of yourselves, and go to the mountains or the sea to make men of yourselves. Give at least a month in each year to rough sailors' work and sea fishing. Don't lounge and flirt on the beach, but make yourselves good seamen. Then, on the mountains, go and help the shepherd at his work, the woodmen at

theirs, and learn to know the hills by night and day. If you are staying in level country, learn to plow, and whatever else you can that is useful. Then, here in Oxford read to the utmost of your power, and practise singing, fencing, wrestling, and riding. No rifle practice, and no racing—boat or other. Leave the river quiet for the naturalist, the angler, and the weary student like me."

MISS WEST, Superintendent of Knox county, Ill., says of the Farmington schools: "The teachers look over the papers and mark the items worthy of notice. The pupils have access to these papers. At the appointed time for this exercise one of the scholars takes the paper and reads these items aloud, all the other scholars taking notes. At the close of the reading, items are called for alternately from the girls by Miss Somers, and from the boys by Mr. Cox, somewhat after the manner of spelling when we "choose sides." Each scholar is to give one item, and must not give one that has been already given, and the side which runs out of items first is beaten. One half hour is devoted to this exercise, and Mr. Cox considers it one of the most useful half hours of the day. The interest thus awakened in the current news of the day is a wonderful aid in training our boys and girls to be intelligent men and women, not mere book worms."

## The Metric System of Measures.

It has been twelve years since the metric system of measurements was made a legal standard in the United States. It is now used by 500,000,000 of the people of the globe, and the whole idea is founded on the *Meter*, a sign which is made to represent the ten millionth part of the distance from the equator to the pole—equaling in our present system 39.37 inches—and which is multiplied or divided on the decimal scale. In this way an unvarying standard of measurement is presented to the world, while the unit of weight is produced from a cube of pure water at its greatest density, the edge of the cube measuring the hundred part of a meter. The unit thus acquired is called a gramme, and is equal to 15.432 grains, or about 1-28 of an ounce.

Mr. Stephens, representative in Congress from Georgia, has proposed a modification of it in order to overcome the difficulty of the new names. Patience only is needed and the co-operation of teachers. Every school-house should have the new measures in it, and the pupils be practically exercised in using them.

DR. WILLARD of the Chicago High School, declares that school-room walls for the sake of pupils' eyes, should be tinted with a pinkish, greenish or bluish tinge, and the blackboards should be green, brownish or drab in color. He adds that it is a mistake to think that the board must be black to make the chalk mark distinct.



## New York School Journal,

AND

## EDUCATIONAL DIRECTORY.

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We want an agent in every town and village in the U. S. to whom we will pay a liberal commission.

The columns of the JOURNAL are open for the discussion of subjects pertaining to education. Let those who have practical skill communicate to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who is interested in education, and urge him to take it also.

NEW YORK, JULY 27, 1878.

This copy of the NEW YORK SCHOOL JOURNAL may possibly fall into the hands of one who is not a subscriber; consider then, that a piece of good fortune has befallen you, and send in your subscription at once. If you are teacher and are a subscriber to no educational paper, you do yourself an injury you have no right to do. It may be set down as an undeniable fact that every "live teacher" takes an educational paper.

Remember, subscribers only, obtain a premium by sending the name of another subscriber. Read the offer carefully. No premiums for renewing.

THE subject of "The Teacher" has received much attention at some of the gatherings of teachers during the summer. And well it may. A vast number of workers are building up "systems of education," but they seem the more perfect they become to possess less and less personal qualities, less and less magnetism. Children know nothing of systems; they know men and women. Hence the effort of all who would truly advance education should be to invite towards the teacher's sacred place the best men and women. It may seem that the JOURNAL too frequently states this doctrine, but it does so because it is vital to education. Just as soon as our schools cease to have men and women in them wanting the spirit of doing for children in the spirit of the dear Christ, they will be dead bodies, possessing form and symmetry and even beauty, but wholly dead. The principle of grading schools can be carried too far. If the teacher is caused thereby to feel that she has no liberty, no responsibility, then is it injurious? But the main point is to secure teachers who are full of earnestness in behalf of the normal growth of children—physical, mental and moral. Can a person be a teacher who allows the air to become as unwholesome as in the Black Hole of Calcutta, or the one who never watches over the formation of habits? These are higher than fractions. With the removal of the Bible from the schools there has been an entrance of a feeling that the teacher was not responsible morally at all. Let the teacher feel that his mission is not to secure correct pronunciation and accentuation half so much, as to impress the sense of responsibility to perform the duties owed to God and man.

At the American Institute a resolution was passed "that we will ever use our influence for the promotion of temperance." This is indeed a step. What other assemblage of teachers has done as much? And

is it not time the teachers bestirred themselves? A retrospect by a teacher over twenty-five or thirty years is sure to be a painful one. A self-denying, earnest teacher has sent out hundreds of brave, young spirits, boys without a stain; yet they were as lambs among wolves. The feet of the young lads have been in pathways made by other generations, and beside the ways are placards written by the finger of the enemy of mankind—"saloon," "hotel," "lager beer house," "fine old whiskey." Why have the fathers and the mothers left these destructive agencies lying around? Better let the infant play with a razor. It is an old, old story.

David ——— was a noble boy in a thousand ways; generous, active, ambitious. He left the High School unstained. He was to loiter about home for a few months, and then enter business. The proprietor of a "beer saloon" put on the floor above a "billiard saloon;" to enter it one must pass through the former. Soon the teacher was asked by the solicitous mother "to speak to David" about his habit of visiting the "beer saloon." "Oh! it is nothing; I only play billiards once in a while." Yet he sleeps in a drunkard's dishonored grave.

Fanny ——— was in the same class. She was one of the brightest and best scholars that ever blessed a teacher's eyes. She graduated. She married the son of a member of Congress and it was supposed her life would be one of happiness. She gave parties and the wine cup was on the table; she offered it to many of her former classmates, and few had the courage to resist the winning invitation to partake of it. In less than a year her idolized husband was brought home beastly drunk, and her eyes were opened, but too late. She walks in widow's weeds, for the demon delights in feasting upon the young and the fair.

But why tell these "temperance tales?" They are educational reminiscences; only every teacher can tell them. Teachers, good friends, will you carry out that resolution? Let every one determine their pupils shall be sworn in the Roman spirit, that intemperance must be destroyed. What matters it if a youth does know Latin and Greek if he is to lie in a drunkard's grave? Cannot we become a nation of which it shall be said, "America has no drunkard's?"

## LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL:

The much agitated question as to the possibility of a practical knowledge of the German language for American students without the expense of a sojourn in Europe, is being satisfactorily answered by Prof. A. Heischman in his "German Summer School," at Cazenovia. The prospect of pleasure and profit for the session of 1878, are very flattering. A goodly class assembled Tuesday morning, July 9th, and more are expected. Those members of last year's class who were from abroad, have returned and brought others with them.

The school is adapted to all classes of learners, and the arrangements for boarding are such that the opportunity for continual practice in conversation under competent criticism forms one of the chief attractions. All who have joined the school are delighted with the plan of the instructors.

E. L. S.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I like to give my pupils once in a while some examples which have some catch in them. Here is one which puzzled them for a long while. I thought some other teacher might like to try it: Two men, A and B, bought 100 acres of land at \$100 per acre. Each paid \$5,000. A took his share off the North side at \$100 per acre, while B took his share off South side, at \$90 per acre. How much land did each get? How can the question be proved? Yours respectfully,

P. L.

To the Editor of the NEW YORK SCHOOL JOURNAL:

Although I could not guess the anagram given by "A Teacher," I send a riddle written by Hannah Moore, which, he (or she) may try, if not already acquainted with it.

I'm a strange contradiction - I'm new and I'm old,  
I am often in tatters, and oft decked in gold.  
Though I never could read, yet lettered I'm found;  
Though blind, I enlighten; though loose, I am bound

I am always in black, and I'm always in white;  
I am grave and I'm gay, I am heavy and light;  
In form, too, I differ.—I'm thick and I'm thin;  
I've no flesh and no bone, yet am covered with skin.  
I've more points than the compass, more stops than the flute,  
I sing without voice, without speaking confute;  
I'm English, I'm German, I'm French, and I'm Dutch;  
Some love me too fondly, some slight me too much;  
I often die soon, though I sometimes live ages,  
And no monarch alive has so many pages.

Many wishes of success to the SCHOOL JOURNAL, from one who hopes to

B. A. TEACHER.

To the Editor of the NEW YORK SCHOOL JOURNAL.

[In the May 25th issue of the JOURNAL, "A Reader" gave the words "Mother's ape," to be changed into a noun. The following answer seems to be the correct answer, and "A Reader," must have been mistaken in saying it had five syllables.] I can only make out *atmosphers*, which uses all the letters. Am I right?

G. D. TITUS.

To the Editor of the NEW YORK SCHOOL JOURNAL,

A great many jokes are being attempted against the schools, teachers and pupils. Among them are the notes supposed to have been written by the parents of the pupils; the enclosed is about the worst one perpetrated: "A lad, whose toilet had been so neglected that he gave out an unsavory odor, was sent home from one of the public schools with the teacher's request that he should be put in better order. This is what his loving papa wrote: 'Miss B— I understande you got some grudge against all my childe when the get to your room Willie don't smell any worse than any other child it seems to you got a grate nose for Smelling I cannot Smell him any worse than you or anybody else and if you think his clothes to bade I should like you to give him better its many a boy I can see with worse than he got if you have Any more boder about this I am bound to look a'ter things I canot aforde keeping better Clothes on him.' Have any of the teachers who read the SCHOOL JOURNAL received one equal to this?"

R. M.

## College of the City of New York.

EXAMINATION QUESTIONS FOR ADMISSION, JUNE, 1878.

## GEOGRAPHY.

1. Which is the largest of the rivers that flow into the Caspian Sea? What river flows into the English Channel? Into the Adriatic? What rivers flow into the Baltic?
2. In what country and on what water is Copenhagen? Malaga? Pesth? Hull? Oporto? Cologne? Florence? Geneva?
3. What islands are separated by the Strait of Sunda? by the Strait of Macassar? To what European state do these islands belong in great part?
4. Through what countries and over what waters must you pass in going from England to India by the overland route, and over what waters by either of the water routes?
5. Name the States and Territories of the United States which border upon the Dominion of Canada. Name, in order, the provinces of the dominion which border upon the United States. What parallel of latitude forms the boundary line from the Lake of the Woods westward?
6. Name the ten most populous cities in the Union, the largest first and the others in order, and tell in what state each lies and on what water.
7. Where does the Yellowstone rise? through what territory and in what direction does it flow? Into what river does it discharge its waters? Describe (similarly) the course of the Ohio.
8. Mention the capes on the Atlantic coast of the United States from Cape Fear northward.
9. Name the countries of South America on the Pacific coast and the capital of each. Which of these countries has the longest coast line? which the shortest? What is the climate of Quito?
10. Draw an outline map of Africa and indicate the location of Abyssinia, Liberia, Tunis, Cape Colony, Morocco, Egypt, Zanguebar, Algeria.

## HISTORY OF THE UNITED STATES.

## Exploration.

1. In 1594 what river discovered and by whom?
  2. In 1673, what part of what river explored and by whom?
  3. In 1682, what part of what river explored and by whom?
  4. In 1606, what river discovered and by whom?
  5. In 1792, what river discovered and by whom?
- Foundation.
6. In 1595, what place founded and by whom?
  7. In 1630, what place founded and by whom?
  8. In 1683, what place founded and by whom?
  9. In 1702, what place in the South founded and by whom?
  10. In 1733, what place in the South founded and by whom?



*French and Indian War.*

11. 1756, July 9, battle near what spot; who defeated and mortally wounded?
12. 1755, Sep. 8, French defeated where, by whom?
13. 1757, Aug. 9, what fort taken; by whom?
14. 1758, July 8, defeat of the British, where; under whom?
15. 1759, Sep. 18, what battle; what general died on the field?

*European Treaties involving the Colonies.*

16. What treaty terminated what war in 1696?
17. What treaty terminated what war in 1713?
18. What treaty terminated what war in 1748?
19. What treaty terminated what war in 1763?
20. What treaty terminated what war in 1783?
21. What took place Feb. 6, 1778?
22. What took place June 18, 1778?
23. What took place June 28, 1778?
24. What took place July 3, 1778?
25. What took place Dec. 29, 1778?

*States added to the Union during the Administration of Washington.*

26. What State ratified the Constitution in 1789?
27. What State ratified the Constitution in 1790?
28. What State was admitted into the Union in 1791?
29. What State was admitted into the Union in 1793?
30. What State was admitted into the Union in 1796?

*Second War with Great Britain.*

31. In 1811, June 19, what proclamation; by whom?
32. In 1812, Aug. 16, what surrender; by whom?
33. In 1811, Aug. 19, what naval action? name victorious captain.
34. In 1812, Aug. 18, what defeat of the Americans; what British general killed?
35. In 1812, Oct. 25, what naval action? name victorious captain.

*Operations preceding the Surrender of the City of Mexico.*

36. In 1847, March 27, what town and castle surrendered?
37. In 1847, April 18, what battle; who was defeated?
38. In 1847, Aug. 20, what camp taken; what fortress stormed?
39. In 1847, Sep. 8, what works taken; by what general?
40. In 1847, Sep. 13, what castle stormed; what general reached Mexico?

*Last Military Incidents of the Rebellion.*

41. In 1865, Feb. 23, what town occupied?
  42. In 1865, April 1, what position gained?
  43. In 1865, April 9, what surrender?
  44. In 1865, April 26, what surrender?
  45. In 1865, May 26, what surrender?
- Agriculture, Manufactures, Communication.*
46. In 1621, what cultivation introduced; where?
  47. In 1793, what machine invented; by whom?
  48. In 1807, what application of an invention made; by whom?
  49. In 1844, what first electric telegraph line; who was the inventor?
  50. In 1839, what railroad completed; in whose administration?

## ENGLISH GRAMMAR.

1. Analyze the sentence:

"Who could guess

It evermore should meet those mutual eyes,  
Since upon night so sweet such awful morn could rise?"

2. Parse the following words in italics:

"Romans, countrymen and lovers! hear me for my cause  
and be silent that you may hear; believe me for mine honor  
and have respect unto mine honor, that you may believe;  
censure me in your wisdom and awake your senses that you  
may the better judge."

3. Analyze the sentence:

"Pray for the living in whose heart

The struggle between right and wrong,

Is raging terrible and strong."

4. Parse the following words in italics:

"I seem to have been only like a boy playing on the sea-  
shore and diverting myself in now and then finding a  
smoother pebble or a prettier shell than ordinary, whilst  
the great ocean of truth lay all undiscovered before me."

5. Write the following sentences with the errors corrected, and give the reasons for such corrections:

1. What signifies fair words without charitable deeds?
2. The next New Year's day I shall be at school a year.
3. You may choose either of these three books on the table.
4. Send the multitude away; that it may go and buy itself food.
5. The carpenter performed the work agreeable to his promise.

## ARITHMETIC.

1. Add together  $7\frac{1}{2}$ ,  $2\frac{1}{4}$  and  $8\frac{3}{4}$ , and from their sum subtract  $4\frac{7}{10}$ .

2. Multiply  $5\frac{1}{2}$  by  $7\frac{3}{4}$  and divide the product by  $3\frac{3}{10}$ .
3.  $11\frac{1}{4}$  is  $\frac{3}{4}$  of what number?
4. Extract the square root of .13756 to 4 places of decimals.
5. If 9 bushels of wheat make 2 barrels of flour, how many barrels of flour will 954 bushels make?
6. Reduce  $\frac{5}{16}$ ths. of 11 oz. 8 drams, avoirdupois, to the decimal of a pound.
7. A note for \$1200, payable May 5, was discounted January 25, at  $\frac{3}{4}$  per cent. per annum. How much was paid for it?
8. How much money must be invested in stocks bearing 6 per cent. interest and selling at 96 to return an annual income of \$3600?
9. If a man can walk 360 miles in 12 days, travelling 8 hours per day, how many hours a day must he walk at the same rate to complete 450 miles in 30 days?
10. A and B found a mass of gold worth \$8500 and agreed to share it in the ratio of 2-3 to  $\frac{1}{2}$ . How much did each receive?

## ALGEBRA.

1. Decompose  $27x^3 - 27y^3$  into factors.
2. Add  $\frac{x^2}{(x+y)^2} - \frac{xy}{(x+y)^2}$  to  $\frac{y}{x+y}$
3. From  $\frac{a}{b} - \frac{a}{a-b}$  take  $\frac{1}{a+b}$
4. Divide  $\left\{ \frac{x+y}{x-y} - \frac{x-y}{x+y} \right\}$  by  $\left\{ \frac{x+y}{x-y} - \frac{x-y}{x+y} \right\}$
5. Given  $x + \frac{2}{3} = 12 - \frac{2}{3}$  to find the value of  $x$ .
6. What number is that whose half increased by its third part is less than 105, but its half diminished by its fifth part is greater than 38?
7. After paying away the fourth and fifth part of my money I had \$2.75 left. How much had I at first?
8. Given  $x + y + z = 29$   
 $x + 2y + 3z = 62$   
 $\frac{x}{2} + \frac{y}{3} + \frac{z}{4} = 10$  to find the value of  $x$ ,  $y$  and  $z$ .

## Geo. S. Appleton.

On Sunday, July 7, this eminent publisher departed this life. As a publisher he was eminent in the highest degree; as a man, if possible still higher. He was the youngest son of D. Appleton, the founder of the now famous firm of D. Appleton & Co. He received a liberal education and spent several years in Europe in study. He was the originator of many enterprises that proved very remunerative, such as *Picturesque America* and the *Art Journal*. He was a man of large culture and was in high estimation among the artists—they had no better friend among the publishers. He worked faithfully for the improvement of the pictorial illustration of current literature and his influence has been widely felt.

The publishers adopted a series of resolutions in his memory, presided over by Smith Sheldon, Esq. They speak of him as a "man of strict probity, of his high and honorable position, that he was conscientious and exact, modest and genial, and of his bright and cheering example."

The funeral was attended by many who were engaged in the business of the firm. Judge Tenney, Prof. Youmans, O. D. Bunce, editor of *Appleton's Journal*, J. C. Derby and many others. There were no pall-bearers and the funeral was in many respects very private, yet it was attended by a large audience.

Among the testimonials of sorrow it is interesting to read the one offered by those who are connected with the publishing house. It speaks of him as a gentleman ever courteous and affable, as having a nature full of gentleness, as unostentatious, simple-hearted, true, faithful in all things.

## The American Institute.

## FROM OUR CORRESPONDENT.

The meeting this year was in many respect one of the best I have attended. The point selected was at Fabyan's in the White mountains, and partook very extensive of the nature of an excursion. Arrangements were made with hotels and railroads, and the teachers came from all quarters. There was a great deal of discomfort to those who had not secured rooms beforehand, and were compelled to ride many miles before they reached their boarding houses. The best part of the whole was the fine scenery—a great many came solely to enjoy this—and although I have before visited the White Mountains, I never more thoroughly appreciated the wondrous landscapes that were spread out before us. Your pages cannot contain a full account of the proceedings even if I were able to prepare it.

The session was opened by Thomas W. Bicknell, the pres-

ident, in an address in which the primary teacher was declared to need the most experience and talent.

Dr. Saver presented "The New Method of Teaching Languages." This was especially interesting to me, as I had partly determined to attend his school at Amherst. The advantages of his system were well stated; the defects of the present method were made plain. Yet in the discussion that followed the old method was defended by those who teach it, with much pertinacity. A friend near me said, "The trouble is they cannot use the New Method, that is all."

J. W. Dickinson (Mass. State Supt.), followed with an address on "School Supervision. In the evening several addresses were delivered—the best of all, by Pres. White of Indiana. On Wednesday, Supt. Corbell (Maine), spoke on the "Examination of Teachers" and was followed by Prof. D. B. Hagan, on the same subject.

After a careful comparison of all the addresses, this I esteem as the best of all. It was evident that it interested the teachers. He claimed that the time had come when the present methods for examining teachers in N. E. should be wholly changed; that superintendents should be chosen in cities and counties charged with the duties of examining teachers. He then stated what he deemed to be the necessary qualifications of the teacher. This led to a discussion, and among the speakers Mrs. Kilmer, of New York, delivered herself with ability on some practical points.

"Co-education" followed—and here, Dr. Mayo, as always, spoke with clearness and force. In the evening a very interesting lecture on "Mountains" was delivered by Prof. Niles.

On Thursday, Prof. Dunton spoke on "Normal Schools," advancing the idea of a need of a higher grade of schools for teachers than now exist. Prof. Fletcher added some valuable remarks.

Prof. Mowry presented the topic of "Political Education." This was not so interesting as the remarks by Hon. John Eaton; as I was curious to hear our National Superintendent. I do not deem him as able on educational subjects as others present, yet, it may be he has not so forcible a delivery as they; he advanced some good ideas and some very impracticable ones. At least there were several who felt the teachers had enough to do without being burdened with Mormonism. "That's just the way," said one lady principal of a large school, near me. "If there is a suicide 'the teacher neglected her duty,' and if there is a murder 'the teacher' of that poor creature neglected her duty," and now we neglected Brigham Young when he was a boy," and so the teachers are responsible for Mormonism." But the discussion was the most interesting of all that took place. Evidently the leaders had not anticipated it but one gentleman brought in a resolution in favor of teachers teaching temperance. I believe this result was worth the whole session.

This was followed by a very curious and very interesting paper, by L. A. Butterfield, on "Visible Speech." In the evening Dr. Loring gave a powerful address on "American Education—Object and Methods."

On Friday, Prof. Carleton of New Britain, Conn., was elected President. Resolutions were adopted approving among other things, of the New Jersey law for teaching the metric system—approving of the "Spelling Reform"—asking Congress to foster education, etc.

Mrs. Kraus, teacher of a kindergarten school in New York, exhibited drawing and articles made by her pupils; and spoke on the Kindergarten methods. This was followed by Pres. White, of Indiana, on the "Education of Labor." This was a powerful address, and his ideas were generally accepted. Still there is a large class, that is growing stronger day by day, that believes that there should be special pains taken to train pupils for work. This side was presented by Supt. Newell, of Maryland, and very ably, too.

R. M. S.

## NOTES.

The session of the American Institute, from all accounts, must have been a very interesting one, and taking into consideration the wonderful scenery that met the eye in every direction, it is one that will be long remembered. The *New England Journal of Education* contains a full account of the varied exercises. In perusing it we are struck, however, with two features that deserve notice. It appears that a Committee on "Journal of Education" was named by President Bicknell, who is editor of the *N. E. Journal*. This committee in due time gave birth to three resolutions in which they announce "It is the duty and privilege of teachers, etc., to become subscribers to the *Journal* and to exert their influence to extend its circulation." This appears to have been seconded and was probably carried. How our brethren Messrs Henkle, editor of the unexcelled *Ohio Educational Monthly*, and Newell of the solid and useful *Maryland School Journal*, voted is not stated; nor how the subscribers to the *NEW YORK SCHOOL JOURNAL*, who were out in force and furnished some of the most efficient speak-



ers and officers of the Institute; nor how the subscribers to the many other educational papers in the country. The truth is the bounds of nice propriety were passed, by pushing forward those resolutions, and an axe was ground in full view of the audience. A full tribute of praise is due to Mr. Bicknell for his labor in planning out the present session of the Institute, and arranging the many details connected with it; we concede this with cheerfulness. But the *N. E. Journal* is a business affair that makes its living by publishing; it ought not to have asked an endorsement; the Institute ought not to have granted one. Suppose the editor of the *NEW YORK SCHOOL JOURNAL* had been elevated to the presidency instead of Prof. Carleton; shall he have a set of resolutions introduced next year urging everybody "to extend the circulation of a journal that, if its subscribers are to be believed, far surpasses the *N. E. J.*" It has been generally supposed that the *N. E. J.* had past beyond the point of needing such aid; at all events the *NEW YORK SCHOOL JOURNAL* asks no association of teachers to pass resolutions in its favor. What we would have been glad to have chronicled is this; that a resolution was introduced naming the various educational papers in the country and urging teachers to "extend their circulation," so that a larger proportion than one in ten should become subscribers. Teachers do not properly value educational journals. Such a session was only possible in the days of educational papers. When educational associations settle down to business, they will "amount" to a good deal more than at present. The difficulty is that the teachers forget that fine speeches among themselves amount to but little. If those addresses at Fabyan were put into a popular shape and placed before the people, a vast good could be accomplished. At present the gap between the people and the teachers is immense; until the former understand and appreciate the latter a great deal better, we shall make no substantial progress. This is the great problem for teachers to discuss; hence, in a broad and catholic spirit, we would amend those resolutions and let them read, "It is the duty and privilege of every teacher in the country to become a subscriber to a journal, and exert himself to extend the circulation of journals of Education."

### BOOK DEPARTMENT.

**APPLETON'S READERS.** By William T. Harris, Supt. of Schools, St. Louis, Mo.; A. J. Rickoff, Supt. of Schools, Cleveland, Ohio; and Mark Bailey, Professor of Elocution, Yale College. New York, D. Appleton & Co.

**The Third Reader.** The features of the first and second of this new series of readers have been already presented. In this book a series of lessons are introduced on the art of reading; they are simple and yet contain the fundamental principles of good reading. Diacritical marks are used and the pupil is to be taught to understand them; the sounds of the letters are to be taught. The pieces selected are simple and childlike in style, thought and spirit; and will be found to belong to the age that will read them; spelling exercises are attached to each lesson; specific suggestions are made to the teacher; and finally, questions are appended to the lessons. While this sums up the general structure of the book, there is much beside. There will be much writing connected with each lesson; dividing words into syllables; putting in the punctuation; using abbreviations; writing the names of things in the pictures; marking the accented syllables; writing stories—titles being given; drawing a picture to illustrate a sentence; marking the emphasis; writing letters; marking out silent letters; teaching the use of words; expanding words into phrases, etc.; a poem to be learned by heart is given, etc.

The above are a few of the points we make as we turn over the pages. The book is well adapted for the school-room, and continues the work begun in the other books in a philosophic manner.

The Fourth Reader introduces a series of lessons in elocution, in which emphasis, suspense of voice, etc., are finely illustrated. If the teacher can derive help from any book he can from this. Especially is the subject of emphasis well set forth. Every piece has biographical, historical and scientific notes which are intended to suggest topics for discussion. The pieces too, are well selected and are such as will interest a pupil if they were not in a reader. The note on Benjamin Franklin (and this is true of other notes), gives in seven lines a great deal of valuable information. Words are given to be marked according to Webster's system; Franklin "says I" is discussed. The suggestive questions on the first lesson will be worth a great deal to any teacher. In the second lesson the points of difference between prose and poetry are discussed; the latter is changed to the former, etc. The subject of emphasis is well presented, beginning on the 15th page, Mr. Bailey lays down two great principles, that "distinctive ideas are emphatic," and that "what is well-known needs no emphasis." He continues the subject under the title of "Emphasis by Time."

This is very clearly stated as well as the "Emphasis by Slides," then follows "How much Emphasis"—then "Stress" and then "Suspense of Voice."

We do not remember even to have seen so clear and comprehensive a statement of the principles of reading as under the above titles.

### Higher Education of Women.

On the recent decision of London University to admit women to its examinations and degrees, the *London Examiner* says: "This high recognition of women's education as of moment to themselves and to the public, this acceptance of minds as minds, whether within male bodies or female, coming from such a quarter is a sort of public proclamation of a repeal of the women's mental disabilities acts, a Magna Charta authorizing them to possess abilities and to train them. However great may be the direct consequences on the education of women of such an exaltation in educational status, they cannot be so great as the indirect consequences. We shall not have all the young ladies in England M. A.'s but with the possibility of their being M. A.'s like their brothers will creep in a feeling that their faculties, like those of their brothers, need to be trained and ought to be trained, and that that requirement is not met by even the best opportunities for a for acquiring 'fluent French and German' and a facility upon the piano. That large class of parents who might at present be disinclined to listen to arguments in favor of a more real education for their girls, because they see that their girls can be just as successful in society without it, will by-and-by unconsciously accept the stronger argument of example, and come as though they had never felt otherwise to feel it their natural duty to give daughters as well as sons a solid preparation for the work of life."

The *London Times* says, on the subject:—"The 'higher education of women,' when it is fully developed, will, if it be worth the name, make women not less but more womanly. Even so there may be plenty of scope for a certain admixture of women in the liberal professions without changing the relations of society and setting sex against sex. \* \* \* It is not so much a higher education as a deeper and more thorough education that is needed. Let women be thoroughly taught whatever they have to learn, whether it be much or little, and they will thereby be fitted as occasion calls to take up any occupation that may be open to them with application, thoroughness and efficiency."

The *Westminster Review* contains an able article advocating the admission of women to all departments of study open to young men, and also gives a review of the subject as it is at present considered among the civilized nations of the world—giving America the place of honor. In Russia the emperor established in 1855 a gymnasium for girls, on the Swiss and German models. These now number 186, with 23,400 pupils. In these schools Russian, French, German, mathematics, physical science, etc., are taught. In Russia, previous to this establishment, women were admitted to study in the medical schools, but not to graduation.

Now there is at Moscow a college for women. The French universities grant degrees to female students, and there are twenty-two women now studying in the University of Paris. But both in France and Germany, no efficient provision has been made for any thorough secondary education for females. In Germany, indeed, female education in any degree is not popular, and both in France and Italy it is of a low order. In Italy, since 1866, no man can teach without a government diploma. In Italy, there are also some secondary schools, as in Milan, Genoa, Venice, Padua, Bologna, Florence and Rome. In 1876 a State decree opened fifteen universities to women, and other legal enactments favoring female education are in process. In Austria the same movements are on foot; and the University of Vienna already gives degrees to women. Holland examines females for apothecaries, and will soon throw open to the sex her universities. In 1875 the Danish universities were opened to women; and in Sweden secondary schools for girls are universal, and all her universities are open to females, both for instruction and degrees. The Melbourne and New Zealand universities admit them to degrees in arts. The London university grants them medical degrees, as does also the Queen's University, in Dublin.

### Geography.

The following arrangement of subjects in Descriptive Geography is that used by J. W. Barker, Principal of Public School No. 4, Buffalo, N. Y.

1—LOCATION. How situated in regard to places known. What latitude and longitude, &c.

2—SIZE. Figure or shape. Boundaries in detail. Square miles. Compared with something known.

3—SURFACE. Level or mountainous and hilly. High-lands or lowlands.

4—INTERNAL WATERS. Lakes, bays, gulfs, seas, oceans rivers. Systems of water currents.

5—CLIMATE. Latitude, zones, seasons. Productions—vegetable, animal, mineral.

6—INT. DIVISIONS. Countries, states, counties, towns, wards.

7—FACILITIES FOR INT. COMMUNICATION. By rivers, lakes, canals, railroads, &c. Commerce, exports and imports.

8—CITIES AND TOWNS. Name twenty in order of size, beginning with the largest. Give the location.

9—INHABITANTS, &c. Population, nationalities. In what part of the country or State.

10—GOV. AND RELIGION. Monarchical or republican—Protestant and catholic.

11—MISCELLANEOUS FACTS. History. When settled. By whom. Progress of civilization, natural curiosities, &c.

### Learn a Trade.

Merchants advertise for boys and receive thousands of applications; we have seen a dense crowd of boys before a building and upon inquiry have found that they are there in response to an advertisement of "boy wanted."

At the same time mechanics tell us that it is almost an impossibility to get boys to learn trades. The average boys of the present day have conceived the idea that there is something not quite genteel in being a mechanic and earning one's food by the sweat of one's brow. There are in every community in this country hundreds of young men and boys who are waiting for something genteel to turn up. Now our schools have something to do with this matter; let the teachers encourage a boy to get an education in order to learn a good trade.

The need of the world now is skilled artisans and it is willing to pay and pay well for the services of such. The chances for advancement in life are equally as good in mechanical as in professional or commercial pursuits. Professor Huxley, in a recent address, said that "not more than one boy in four thousand attains distinction, and not more than one in a million ever develops that intensity of instinctive aptitude, that burning thirst for excellence, which is called genius. Truer words never were spoken. The majority of boys and men in all time have, and for all time will, continue to move in a very limited sphere. They will scarcely be heard outside of their own towns. The training and the occupation which give them the best results and enable them to do the most good in their own little circle, are the training and the occupation which they ought to follow. Where there is one Webster there are thousands of would-be lawyers who have neither the active ability nor the acquired skill to obtain distinction. Let our teachers take hold earnestly of the question of preparing our boys and girls for practical life."

**OHIO.** The Normal school at St. Paris, Ohio, beginning June 24th and closing July 19th was a great success. All the teachers were benefited by the instructions and discussions of the session. Three popular lectures were delivered during the session: (1.) By Supt. Van Baker of Sidney; subject—"Literature, its Tolls and Rewards." (2.) Hon. J. J. Barnes; subject—"The Schoolmaster's English." (3.) Prof. C. W. Bennett; subject—"Bondage to Public Opinion." A permanent organization was also effected. It is proposed to hold a two day session the coming holidays. Also a four weeks session next summer. G. W. SNYDER, President.

A COPY of the great Mentz Bible, printed by Gutenberg in 1455, and the first book ever printed from movable types, has been recently sold at auction in Paris for £2000. It is printed on vellum, but is not quite perfect, one leaf and several scattered portions being restored in fac-simile by M. Pilinski. At the celebrated Perkins sale in 1873, a copy of the same work realized the enormous sum of £3,400.

AN important discovery of salt has been made in Western New York. Workmen engaged in boring an oil well at Wyoming, thirty-seven miles west of Rochester, last week, ran the drill the drill through seventy feet of pure white salt. The excitement over the find is very great, and the prospect is that all the land in the valley will be leased immediately. The salt was struck at a depth of 1072 feet. The discovery is said to completely overthrow the theories of the old State geologists.

**MR. GLADSTONE AT SCHOOL.**—There is a small school near Liverpool at which Mr. Gladstone was brought up before he went to Eton. The old clergyman who was the head master, said: "I will tell you a curious thing. When Mr. Gladstone was at school he was wholly incapable of addition and subtraction; now see what he has become. He is one of the greatest of our financiers. When the change occurred I do not know, but I often thought that it is a very cheering encouragement to all those who are dull in youth or at school never to despair; that some sleeping faculty may be stirred up in their minds, and that they may be able to do things which when they were twelve or thirteen or fourteen they thought to be impossible."



## The Scholars of our Schools Should have Good and Pure Reading.

No fact is more lamentable than that the press is being powerfully used to corrupt and unsettle our youth. Especially it is to be noted that most of the story-papers made for boys and girls, deride the teacher and the school; the former is made out to be a tyrant whom it is right to treat with indignity; they claim that school-book knowledge is useless; they make the hero disobey his parents and teachers, run away from school, and yet contrary to God's Law and human experience, succeed better than the obedient, punctual scholar who stays at home! The effect of these papers which are printed by the hundreds of thousands is beginning to be felt. Frequent accounts appear in the daily papers of boys who commit crime and declare "they read of such things in the story papers." It is of no use to deny children the opportunity to read, for they will read. The true way is to put good reading in their hands. Besides they should be instructed to shun bad reading, just as they are taught to shun poisons.

### The Scholar's Companion

is devoted to interesting the pupil in his own improvement; it will show the benefit of being a thorough scholar, of being punctual and obedient. The stories will throw a halo around the duties of the school-room. It will supplement what is taught there, and have something to say to enliven each study. While it is useful and attractive to any young person, it is especially fitted for those who are in the school-room, whose minds are awakened up by contact with the teacher's mind; it interests its readers in the subject of self-education. The SCHOLAR'S COMPANION will be found indispensable to the school room, because it "interests the pupil in finding out things." This is the language of the teachers. To teachers we say: We want the best compositions for publication, also incidents that show what boys and girls "can do when they try;" please remember that we ask your hearty co-operation and correspondence in the useful work. Send us fresh dialogues and declamations and any other things you deem valuable.

### No Scholar Can Afford To Do Without It.

This is for these reasons: 1. It will create a constant desire for an education, and that is one of the noblest feelings a child ever has. Now it is a fact that a great deal of time is wasted because a pupil's energies are asleep. The COMPANION will wake him up to a sense of his needs and will develop and cultivate a love for knowledge, and thus prove a constant incentive to application. (2) New things are constantly being discovered in Geography and History for example, and this paper will lay them before its readers every month; these will be of great interest and profit. The questions proposed will interest young and old; it keeps all the faculties thinking and searching to answer them, and many a young child has taken new courage when it has succeeded, and it is announced in the paper—it becomes a new being afterwards. (3) The COMPANION exerts a powerful influence in bringing school and home nearer together. It will cause a greater appreciation of the teacher's work, especially of the newer and better methods of teaching now coming into use, because these will be alluded to in this paper. For these and many other reasons our paper is an indispensable SCHOLAR'S COMPANION. Desiring to increase its circulation we ask your attention to the excellent pay we give for little work. Read over the Premium List. Especially note the Dictionary—for every one needs that—you get the paper and Dictionary for less than what the latter would cost you.

Remember the paper is only 50 cents a year. Remember you can work for it in your neighborhood and earn a great deal of money and spend but little time. Write if you want to act as an agent and make \$100.00 or more. Remember there is no other paper like the SCHOLAR'S COMPANION.

## Our Premium List.

These premiums are to be given to our subscribers, either New York School Journal or Scholar's Companion, who send in the number of new subscribers mentioned.

Every article warranted to give satisfaction.

### PREMIUMS.

	Premium	No. of sub- scribers	No. of sub- scribers
The Illustrated Pronouncing Pocket Dictionary. (Send ten cents for postage.)	\$ .75	1	1
A Four Bladed Ivory handled Pocket Knife for Lady,	1.25	2	1
The same as above for a Gentleman,	1.25	2	1
A Handsome Rolled Gold Plate Locket, - (Send ten cents for postage.)	2.00	2	1
Wood's Botanical Pocket Magnifier, 3 powers.	1.50	2	1
Wood's Botanical Microscope, complete.	3.00	4	2
Lady's Gold Plated Neck Chain, very handsome.	3.00	4	2
Gent's or Boys Gold Plated Watch Chain, very handsome.	3.00	4	2
Gent's or Boy's Best Rolled Gold Plate Watch Chain, very handsome.	10.00	14	4
Gent's Nickel Watch, Open Face, Stem Winder.	15.00	35	10
Gent's Coin Silver Watch, Hunting Case.	15.00	35	10
Boy's " " " " " "	15.00	35	10
Lady's Solid Gold Watch, Hunting Case, Full Jewelled.	35.00	70	20
Lady's Rolled Gold Plate Watch and Guard Chain, 60 inches long.	30.00	65	18
A Splendid 12 Stop Cabinet Organ.	200.	375	100
A Nickel-Plated Clock.	3.00	12	4

The Scholar's Companion is given as a premium to any one who sends us five subscribers including his own; or to any JOURNAL subscriber who sends another JOURNAL subscriber. And the JOURNAL is given as a premium to any one who sends 10 subscribers to the COMPANION or a club of 5 to the JOURNAL including his own.

1. One subscription for the SCHOOL JOURNAL will count on a club for any premium, the same as four subscriptions to the SCHOLAR'S COMPANION, unless otherwise stated.

2. All subscribers may be for either paper; or a part may be for one and a part for the other.

3. A club may include subscribers from several post offices.

4. We believe that every person who shall read this, can obtain subscribers enough to secure free, as a premium, any article on our list. But if any one should not care to do so, send as many as convenient and two-thirds as much cash extra, as would pay for the subscribers lacking. For instance, suppose the premium desired is the Lady's Gold Watch, and that 16 subscribers for the COMPANION and 2 for the JOURNAL have been obtained—equivalent to 24 COMPANION subscribers, or 36 less than the number required to complete the club. The 36 subscribers for the COMPANION at 50 cents each, amount to \$18., two-thirds of which (\$12.) would be the amount required in addition to the subscribers obtained, for the watch.

5. The person making up the club must be a subscriber, as the object of this premium list is to benefit our subscribers.

### Concerning Watches.

We offer Swiss, instead of American watches, because they cost much less. We are aware that American watches are generally supposed to be superior because they are made by machinery. But the Swiss people as well as we, have large factories, the best machinery and the most skilled operatives, who receive less wages than American manufacturers are obliged to pay. Hence, we cannot to any extent, compete successfully in an open market with Swiss manufacturers.

It used to be a notorious fact that American sewing machines could be bought in Europe at half the prices at which they would be sold by merchants here. The same is now true in regard to watches. Our manufacturers require dealers here to pay very much more than is obtained from the European trade for the same goods. The greater part of the difference, amounting to hundreds of thousands of dollars annually, paid by the American trade, is expended by our manufacturers in directly or indirectly discrediting the value of European goods to possible purchasers of their own.

Another important fact not generally known, is that an American "movement" which sells for \$50. wholesale, costs less than \$4. more to make than one which sell for \$10. All parts of both are made by the same machinery. Also, the expense of manufacturing in large quantities the works or movement of any watch which can be bought at retail for \$75. or less, is not more than \$7.

We are outside of all so-called "combinations;" and the premiums which we offer are bought in an open market where the largest cash orders secure the manufacturer's lowest living rates. And the person who chooses a premium instead of a cash commission receives the most value which we, with all our advantages, can obtain for the money sent us. As a rule we can give about 3 dollars worth for every dollar in commissions. And if for any reason whatever, a premium should fail to give perfect satisfaction, it should be returned in good order, in which case we will exchange it, or the cash commissions sent for it will be refunded.

Persons wishing to test the value of a watch or other premium, should go to places where such goods are sold and inquire what an article to match it can be supplied for—not intimating how the premium was obtained or how much it cost. A merchant will not admit his inability to supply an article at our rates, if the object of the inquiry should be first suspected.

### Lady's Gold Watch.

This is a full-jewelled, patent lever, (Jules Mathey), in solid gold, hunting cases, and enclosed in a handsome velvet-lined watch-case. It is warranted to be a good time keeper; and is offered as a premium for 70 subscribers for the SCHOLAR'S COMPANION, or 20 subscribers for the SCHOOL JOURNAL.

### Gentleman's Watch.

No. 1 is a very heavy, open-face, nickel case, patent lever, stem winder—(J. Lieberman), and is an excellent time keeper. Given as a premium for 35 subscribers for SCHOLAR'S COMPANION, or 10 subscribers for SCHOOL JOURNAL. No. 2 is an extra jewelled, patent lever movement, in coin silver hunting cases. An excellent time keeper, and given for 35 subscribers for SCHOLAR'S COMPANION or 10 subscribers for the SCHOOL JOURNAL.

### Boy's Watch.

—In coin silver hunting cases (J. Raymond), patent lever, and given for 35 subscribers for the SCHOLAR'S COMPANION, or 10 subscribers for the SCHOOL JOURNAL. Every watch warranted.

### Lady's Watch Chain.

This is 60 inches long, with tassels and a magnificent Slide, mounted with Stone Cameo and Pearls. It is one of the handsomest chains manufactured, the best Rolled Gold Plate, and will last a lifetime, looking as well as solid gold. Given for 65 subscribers for the SCHOLAR'S COMPANION, or 18 subscribers for the SCHOOL JOURNAL.

### Pocket Knives.

A Pocket Knife is quite indispensable, and no person can afford to carry a poor one; and yet few others are sold on account of the extra expense of good ones. We offer only such as are warranted to give satisfaction. No. 1 is a substantial, four bladed lady's knife with ivory handles. No. 2 is a four bladed knife suitable for either gentlemen or boys—see illustration. It has fine, ivory handles, and is substantial and finely finished. Either knife will be mailed free as a premium, for 2 subscribers for the COMPANION.

### The Illustrated Pronouncing Pocket Dictionary.

Mailed free to any subscriber who will send us 50 cents for one new subscription to the COMPANION (and 10 cents more for postage), or two to one who sends one new subscriber to the JOURNAL. By a little effort every boy or girl in a school may secure this valuable book.



Lady's Locket.

### Rolled Plate Locket.

We are enabled to offer a greater bargain in this than in any other premium, because the manufacturers of these goods have gone out of the business and offer us the balance of their stock at less than cost to make. These lockets have been frequently sold at retail for three dollars each; and yet we offer to mail one free as a premium, to any subscriber who shall send us but two subscribers for the COMPANION with 10 cents for postage.

### Cabinet Organ.

The Cabinet Organ is one of the finest instruments made. It has 12 stops, a beautiful case, and while it has a very sweet tone it is powerful enough for a church or a school-room. If a school should take hold with earnestness it could easily purchase this elegant instrument; 375 subscribers could be obtained in every town by an active committee of scholars. Let the matter be brought up before the school and discussed, and the plan stated; then appoint a committee of the best workers to canvass the town, and draw up a paper and get the School Board to recommend the plan and it will succeed. In many instances there are public spirited citizens who will give \$5 or \$10 each in cash. This can count in this way; \$10 will count as 30 subscribers; \$20 as 65; \$30 as 100; 40 as 135; \$50 as 170.

### Wood's Botanical Microscope.

Upon the sense of sight more than upon any other faculty do we depend for a knowledge and appreciation of the world around us; and whatever aids in increasing the keenness and clearness of our vision must, of course, be not only a source of pleasure, but an assistant of great practical utility. This Wood's Botanical Microscope does. It not only doubles and quadruples the power of seeing things, but it multiplies that power by tens and hundreds of times.

A microscope is useful in proportion as it increases the capacity to see small things clearly. For instance, an insect which appears to be without form and no larger than a mite, when examined under the Botanical Microscope, is seen to be as exquisitely formed and as delicately colored as any of its larger species. The skin upon a person's face and hands appears to be almost as rough and coarse as the hide of a rhinoceros. The various parts of flowers are so much enlarged as to exhibit varied attractions, which only Infinite skill could have planned and executed. This microscope enables any one to see in the most familiar objects, new forms and beauties, which are amusing, entertaining and instructive.

To be in the highest degree useful, a microscope must have sufficient space between the object under examination and its lenses, to allow the object to be turned and examined on all sides, to be picked apart and examined while under the eye; and it the same time it must magnify sufficiently to show all parts of the object clearly and distinctly.

Another requisite is a mirror, for reflecting the light up through transparent objects. In this respect Wood's is superior to any other instrument which can be bought for its price.

The apparatus for "housing" small insects and for liquid objects is also an important feature of this microscope. It consists of two strips of glass, the under and thicker one having a trough in it deep enough to contain small living objects, which, being thus "housed," may be placed upon the stand underneath the springs, and examined at leisure. Extra sets of these may be ordered with the instrument, at five cents.

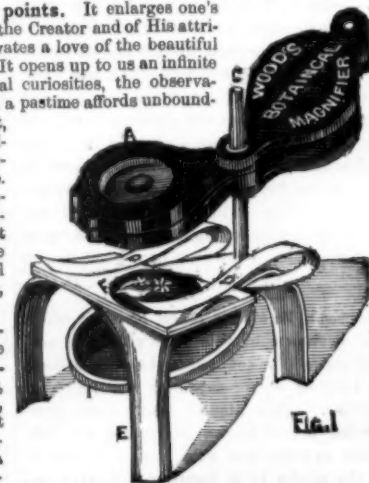
### Note these points.

It enlarges one's appreciation of the Creator and of His attributes. It cultivates a love of the beautiful and the good. It opens up to us an infinite variety of natural curiosities, the observation of which as a pastime affords unbounded enjoyment, with the acquisition of most useful knowledge. It is the best detector of counterfeit money. It will expose the shoddy material in cloth, paper, etc.

Wood's Botanical Microscope (see Fig. 1) consists of 12 parts, viz.: 2 Lenses, A, of different powers, a Diaphragm, and a Vulcanized Rubber Case, B, which constitute the magnifier part and will be sold separately when desired. The remaining parts are the Upright C, the Stand G, the Clamps D, D, 2 Glass Slides F, a Mirror J, and 2 Dissecting Instruments—all packed in a neat and substantial Case. The Stand part is double plated with coin silver.

The price of the microscope complete is \$3.00, post paid; and the magnifier part alone \$1.50.

Fig. 2. Magnifier Open. Its lenses may be used separately or together, affording the three magnifying powers which are most frequently useful.



(Extract from a letter.) "The County Superintendent lately visited my school and expressed himself surprised to find it in such excellent order. I told him the JOURNAL made me teach well and the COMPANION made the scholars interested. He sat down and examined both of them and said they were the best papers he ever saw."



## To the Advertising Patrons of the Journal.

The value of any journal as an advertising medium depends not only on the extent, but equally on the character of its circulation. The subscribers to the SCHOOL JOURNAL are teachers, professional men and women, and cultivated people generally—those who read carefully and discriminatingly, and many of whom file or bind the paper for their libraries. It is, therefore, the best possible medium for advertising professional, scientific and educational books and periodicals; industrial and artistic products of every kind; insurance of property and of life; traveling facilities; and, in short, whatever is of use or interest to persons of culture, intelligence, and good taste, everywhere. We have many strong testimonials from reliable parties who have advertised in the JOURNAL, and have realized valuable results. The rates of advertising are very low, considering the circulation of the JOURNAL, and special terms are made for large amounts of space and long contracts. For full information, address E. L. KELL OGGS & CO.

## Natural Selection.

Investigators of natural science have demonstrated beyond controversy, that throughout the animal kingdom the "survival of the fittest" is the only law that vouchsafes thrift and perpetuity. Does not the same principle govern the commercial prosperity of man? An inferior cannot supersede a superior article. Illustrative of this principle are the family medicines of R. V. Pierce, M. D., of Buffalo, N. Y. By reason of superior merit, they have outlived all other medicines. Their sale in the United States alone exceeds one million dollars per annum, while the amount exported foots up to several hundred thousand more. No business could grow to such gigantic proportions and rest upon any other basis than that of merit. It is safe to say that no medicine or combination of medicines yet discovered equals or can compare with Dr. Pierce's Golden Medical Discovery, for the cure of coughs, colds, and all pulmonary and blood affections. If the bowels be constipated and liver sluggish, his Pleasant Purgative Pellets will give prompt relief; while his Favorite Prescription will positively, perfectly, and permanently, cure those weaknesses and "dragging-down" sensations peculiar to females. In the People's Common Sense Medical Adviser, an illustrated work of nearly one thousand pages, the Doctor has fully discussed the principles that underlie health and sickness. Price \$1.50, post-paid. Adapted to old and young, married and single. Address to R. V. Pierce, M. D., World's Dispensary and Invalids' Hotel, Buffalo, N. Y.

## Wicked for Teachers.

"I believe it to be all wrong and even wicked for clergyman or other public men to be led into giving testimonials to quack doctors or vile stuffs called medicines, but when a really meritorious article is made up of common valuable remedies known to all, and that all physicians use and trust in daily, we should freely commend it. I therefore cheerily and heartily commend Hop Bitters for the good they have done me and my friends, firmly believing they have no equal for family use. I will not be without them." Rev.—, Washington, D. C.

Boynston's Ventilating School Stove, of which a cut is shown in this JOURNAL, is a new thing especially adapted for heating schools and keeping up a continuous ventilation of pure air. This plan of heating our overcrowded school-rooms, overcomes the difficulties so often met with, and does not allow the rooms to be impregnated with impure and foul air, for our children to breathe over and over again, as is usual with the old style of heaters. Air is taken from the outside, as the Heater is consequently throwing out a continuous supply of pure, warm, fresh air and with a heated flue the impure air is drawn away from the room, thus keeping up a constant change of atmosphere.

These Heaters are easily controlled so that a continuous fire is kept, and air kept at an even temperature throughout school-hours—No gases—dust can be had in the room. These Ventilating school Heaters should be used in every school in the land, and if universally adopted we feel sure much less sickness would be seen among the Children and Teachers.

## SCHOOL DIRECTORY.

GOLDEN HILL SEMINARY for young ladies Bridgeport Conn. Address Miss EMILY NELSON.

NATIONAL SCHOOL OF ELOCUTION AND ORATORY. 1418 Chestnut St., Philadelphia, Pa. For Clergymen, Lawyers, Teachers, Business Men, and all classes of advanced Students. Attention to conversation and oratory, vocal culture, reading and recitation. Chartered March, 1876. Grants diplomas. Both sexes admitted. Send for catalogue.

KINDERGARTEN NORMAL INSTITUTE AND National Kindergarten, Washington, D. C. Autumn Class began Oct. 2d, 1877. Mrs. Louise Pollock and Miss Susie Pollock, Principals. Mrs. Louise Pollock has been for fifteen years an earnest student and advocate of the Kindergarten System, and translated Miss Zine Morgan's "Paradise of Childhood," a Manual for Family and Kindergarten in 1864. Miss Susie Pollock graduated in the Kindergarten Normal Institute of Berlin, Prussia, and has been ever since successfully engaged in teaching in accordance with Froebel's Kindergarten System in Mass. and Washington. For terms and particulars apply to the Principals, MRS. LOUISE POLLOCK or MISS SUSIE POLLOCK, 8 E. corner of 8th and K sts., Washington, D. C. A Summer Kindergarten—Mrs. Louise Pollock will open a Kindergarten Normal Class for the accommodation of Teachers, commencing July 24, to continue two months.

## NEW YORK CONSERVATORY OF MUSIC,

LOCATED ONLY IN NEW YORK AT No. 5 E. 14th st., second door east of 5th Ave. (Incorporated 1865.)

This RENOWNED SCHOOL OF VOCAL AND INSTRUMENTAL MUSIC, Harmony and Composition, Elocution and Oratory, Dramatic Action, Foreign Languages, Drawing and Painting, offers unequalled advantages to pupils, from the first beginning to the finished Artist.

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Information concerning board and lodging, either in clubs or separately, for all who apply.

See in No. 18 (May 9) of N. E. Journal of Education, a letter from M. E. Littré; in No. 17 (April 25), a letter from Prof. Tyler, of Amherst College; in No. 19 (May 9), the alphabetic list of the entire corps of teachers, and in No. 20 (May 16) a letter from Prof. Eliot.

N. B.—Dr. Sauveur having accepted an invitation to address the American Institute of Instruction, White Mountains, on July 9th, the opening session of the Normal School will be deferred to Thursday, July 11th. The classes will meet during that week on Thursday, Friday and Saturday, the 11th, 12th and 13th. During the remaining weeks there will be no session on Saturday.

Business Letters should be addressed to Miss L. BORN-HEINRICH (Secretary of Dr. Sauveur), at No. 4 West Sixtieth Street, New York City; Private Letters to Dr. L. SAUVEUR, West Point, N. Y.

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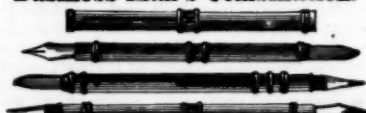
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